RISC
Re-Inventing Schools Coalition

Reinventing our Schools

"Bringing hope to all of our children"

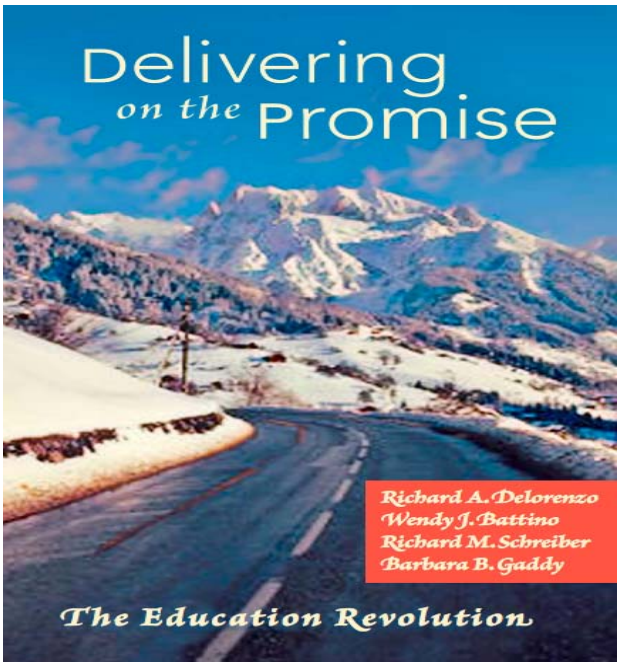
Journal/Intro Activity

- Journal
- Team Builder
- Code of Conduct

RISC is a non-profit foundation whose goal is to positively impact 1 million students and a thousand school districts

The Re-Inventing Schools Coalition was formed in 2002 with support from the Bill and Melinda Gates Foundation

The Gates Foundation has supported RISC efforts with 11.5 million dollars



The Coalition is growing…

- Adams 50 School District, Colorado
- Early College of the Redwoods, California
- Ingenium Charter Schools, California
- Flagstaff School District, Arizona
- Lindsay School District, California
- Youth Connections Charter School, Illinois
- Maine Department of Education!

Overview of the RISC Model

- Shared Vision

Stakeholders drive systemic change

- Leadership

All stakeholders develop leadership capacity

- Standards-Based Design

Standards-Instruction-Assessment-Reporting

Learning is the constant, time is the variable

- Continuous Improvement

Refine processes that foster excellence

"Students should move at their own pace.
If they are not mastering the standards, they should not move forward.
We need to restructure the school system so we are not thinking in terms of grades (first, second, third, and so on) and are instead thinking in terms of skills."

Arizona Community Foundation (ACF)
President and CEO Robert King

Parking Lot
A tool that gives us honest real time feedback

- Plus
- Delta
- Questions
- Breakthrough Moments

Clock Activity:
A tool that allows us to network with others

- Draw a clock on a sheet of paper
- Label 12, 3, 6, 9 o'clock
- Set up appointments with your colleagues

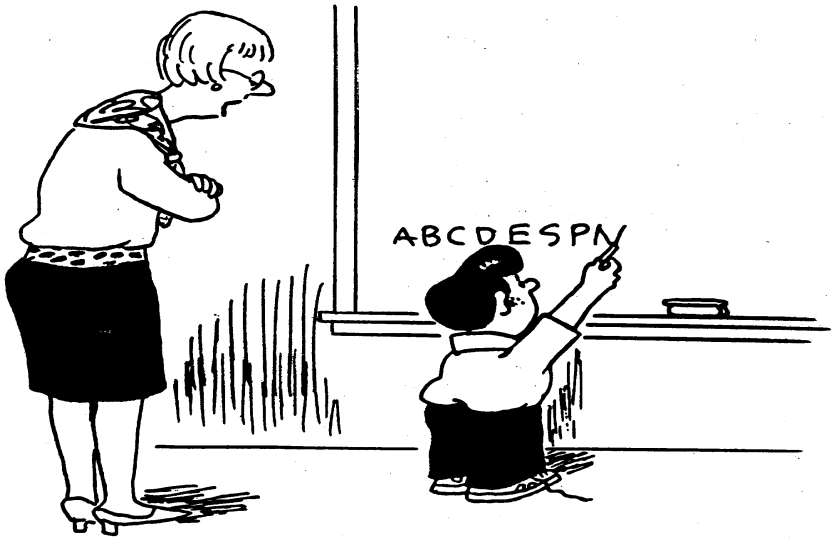
Clock Activity:

9:00 Appointment

- What do you want from the workshop that is aligned to the four components of the RISC Model?
- Post under "Questions" in the Parking Lot

Goals: Participants will…

- Understand the RISC Model and the associated four components
- Learn and apply quality tools and processes to create a systems of excellence
- Analyze the application of RISC concepts to the Maine DOE system



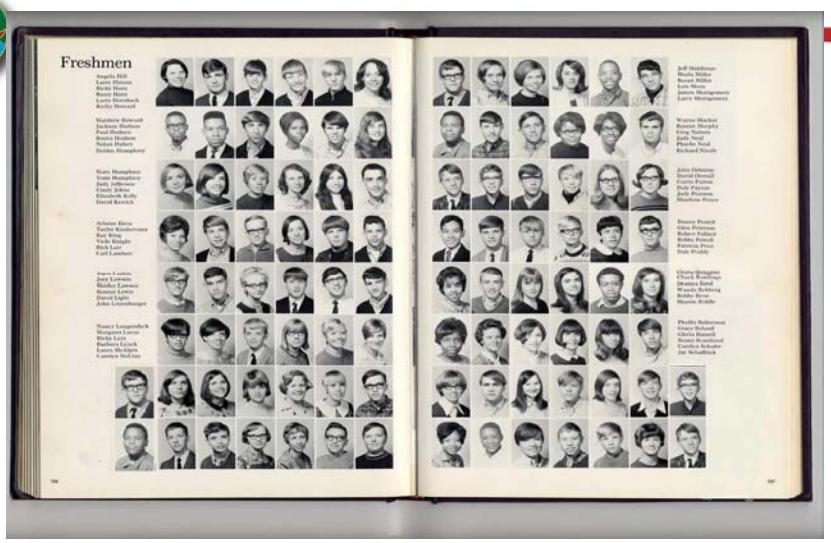
Scott, You've been watching too much TV.

Why did we change?

Obstacles to High Achievement 1994

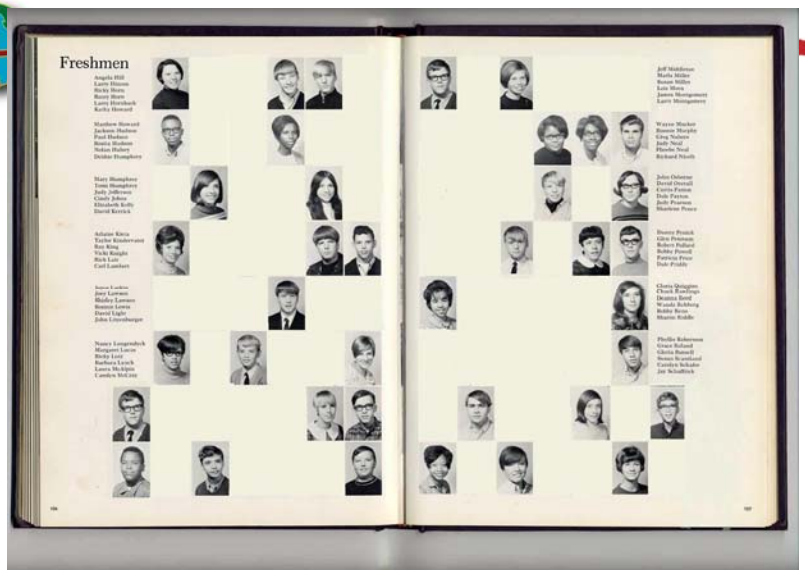
- Unhealthy Family/Community
- Student Apathy
- Lack of Parental Involvement
- Lack of Meaningful Curriculum
- Specific Needs of Students
- Funding
- Student Dropouts
- Poor Professional Development
- Teacher Burnout
- Workforce Readiness

WASHINGTON (AP) -- Seventeen of the nation's 50 largest cities had high school graduation rates lower than 50 percent, with the lowest graduation rates reported in Detroit, Michigan; Indianapolis, Indiana and Cleveland, Ohio, according to a report released Tuesday.



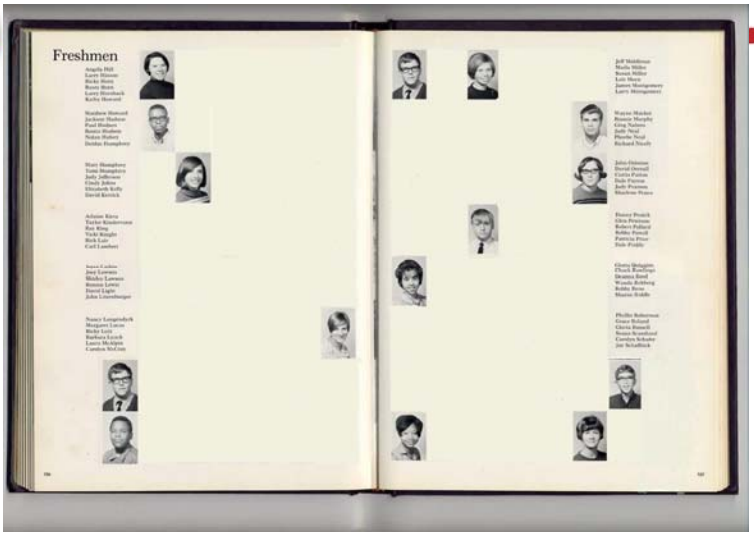
Out of every 100 ninth graders….

65 will graduate from high school



39 will enter college

26 are still enrolled in the sophomore year

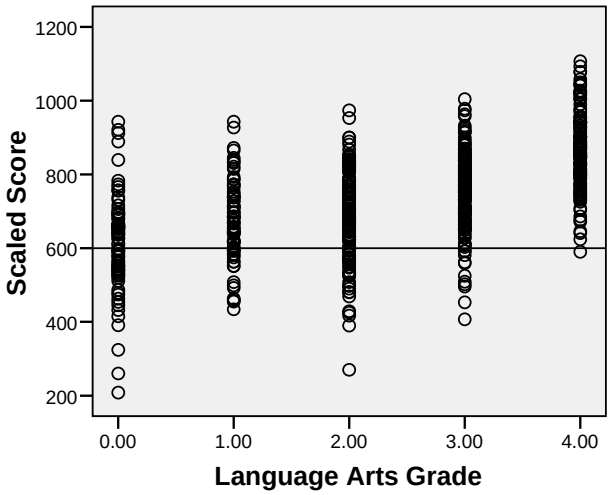


15 will graduate from college

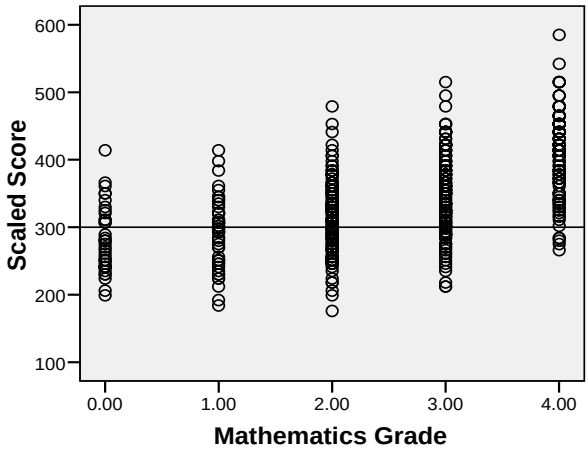
Statement of the Problem

Grades are not an accurate indicator of how students are achieving.

Ninth Grade Language Arts



Seventh Grade Mathematics Grades



CRIS

React to the research on letter grades

- **Clarify**: the question or topic
- **Reflect**: individually
- **Impact**: on you and your system
- **Share**: your thoughts within group

Is it Worth it?

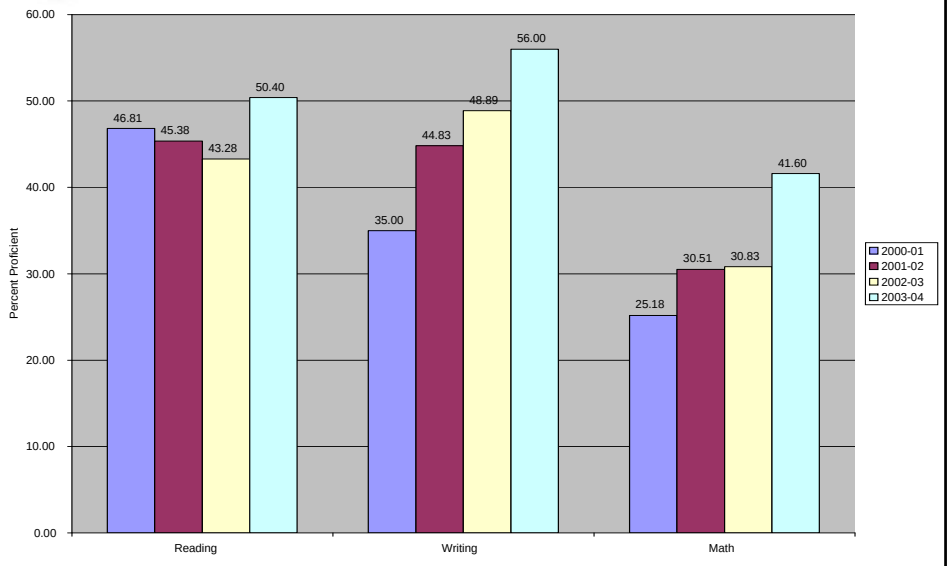
Data from Districts Who Are
Engaged in the RISC Model

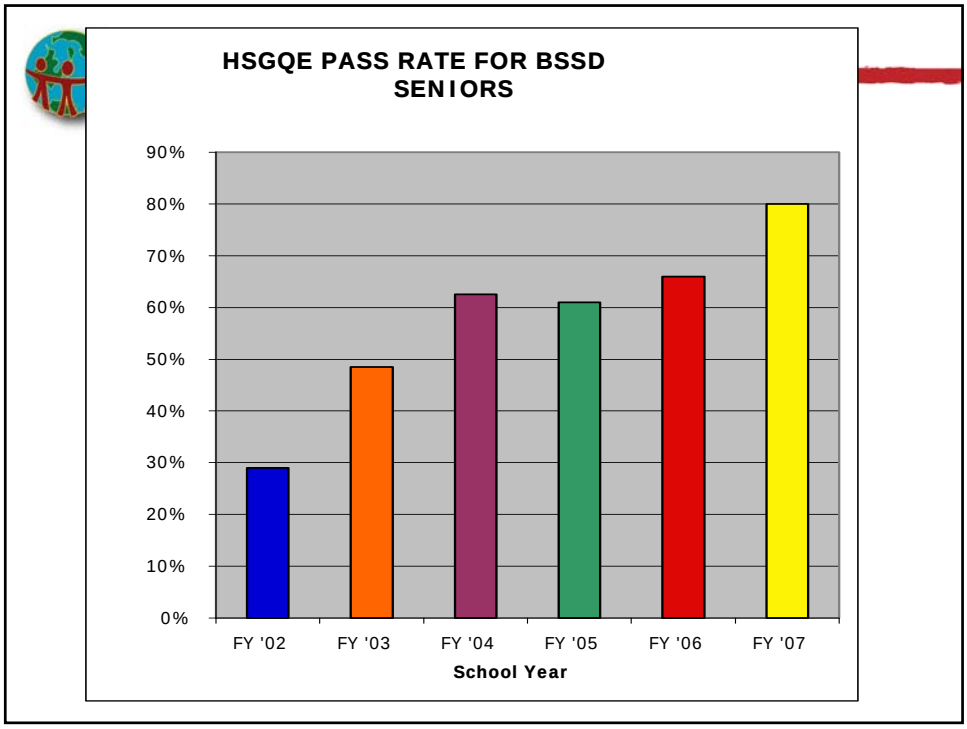
Chugach School District

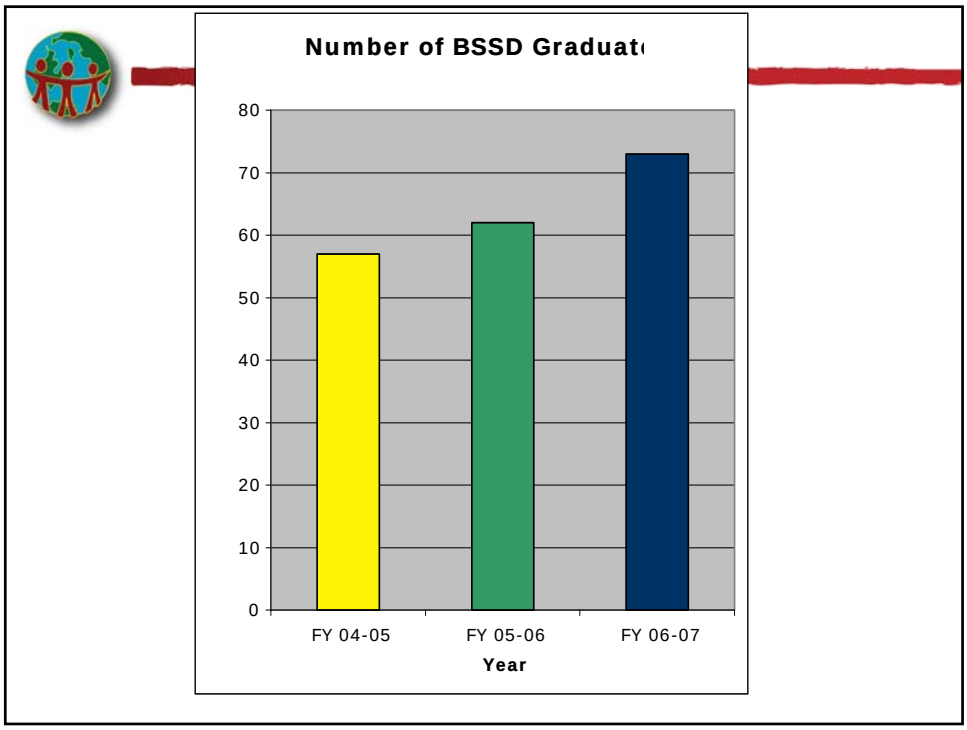
2001 Malcolm Baldrige Quality Award

QuickTime™ and a
Photo - JPEG decompressor
are needed to see this picture.

Lake and Peninsula School District




HSGQE PASS RATE FOR BSSD SENIORS
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
FY '02
FY '03
FY '04
FY '05
FY '06
FY '07
School Year


Number of BSSD Graduat
80
70
60
50
40
30
20
10
0
FY 04-05
FY 05-06
FY 06-07
Year

Stakeholder Voices

Your Task is to Identify :

Student Engagement

Passion for Education

QuickTime™ and a
decompressor
are needed to see this picture.

Consensogram

How committed are you to being here?

- A tool that provides a quick assessment on how people feel about an issue
- Use sticky notes with no names to be more authentic
- Determine what we want to measure (How committed are folks to being here?)
- Discuss how and why this tool is used

Team Builder

RISC Model

- Leadership
- Shared Vision
- Standards-Based Design
- Continuous Improvement

Guiding Questions

- What does effective leadership look like?
- Why do we need leadership at all levels?
- How can we help others become more effective leaders?
- How do we measure and report it?
- What are some tools to help us become more effective leaders?

Everyone is a leader
because everyone
influences someone.
Not everyone will become a great leader,
but everyone can become a better leader.

Student Bering Strait School District

Affinity Chart

What are the characteristics of quality leaders?

1. Individually brainstorm a list on sticky notes
2. As a group organize the sticky notes into like categories
3. Label each group (vision, morals, etc.)
4. Share back with the rest of the group

"I want to assure you here at our school everyone is a leader!"

Think Different

VIDEO CLIP

Reflect…

- What inspires you?
- What are you passionate about?
- What would you like to change?
- How do you deal with change?
- What does it take to be an excellent leader?

Why do we need leadership at all levels?

Classrooms, Schools, Districts, Communities

Team Builder

We described leadership and recognized its importance -
now how do we instruct, assess and report it?

Leadership RISC Video

Your Task: Why Leadership at all Levels?

Stages of change

(Concerns Based Adoption Model)

Awareness
Understanding
1st Implementation **(buy-in vs. commitment chicken vs. pig)**
Routine
Refinement
Replication

Table Discussion

- What are the opportunities for student leadership in your building?
  - How are you involved?
  - What traits do you exhibit as a leader (Strengths)
  - What traits are a challenge for you?

Clock Activity:

3:00 Appointment

- Assess your organization using the RISC OSAT
- With your clock partner:
  - Clarify and define terms
  - What is one “aha”?

If we shy away from discomfort,
we will never grow.

If we seek challenge,
we will continuously grow,
often in unexpected ways.

~Ira Chaleff

"Everyone can be Great, because Everyone can Serve."

-Dr. Martin Luther King, Jr.

Will you unleash your leadership potential?

Will you use your leadership skills to better mankind?

RISC Model

Leadership

Shared Vision

Standards-Based Design

Continuous Improvement

Guiding Questions

What is a Shared Vision?

Why a Shared Vision?

Who is involved in the Shared Vision?

How and when is a Shared Vision created?

What is a Shared Vision?

Think-Pair-Share

- Reflect Individually
- Discuss
- Share with a partner

What is a Shared Vision?

- Gather input from **all** stakeholders on how to help all children reach their dreams
- Series of **meetings** and **processes** to hear everyone's voice, so there will be unconditional support for the vision
- This should happen at the district, school, and classroom level

Your Task: What is the value in getting stakeholder input on student standards?

QuickTime™ and a
DV/DVCPRO - NTSC decompressor
are needed to see this picture.

Why is Shared Vision important?

5 Whys Process

WHY

WHY

WHY

WHY

WHY?

The ultimate goal of change is when people see themselves as shareholders with a stake in the success of the system as whole.

-Michael Fullan

Shared Vision Activity

Clock Activity:
6:00 Appointment

Assess your organization using the RISC OSAT

With your clock partner discuss:

- What was one “aha” you had?
- What is one trait you could help your organization move forward and how?

Create a Shared Vision.
What skills do our students need for the 21st century?

Brainstorming Technique

Go around the room and every person has the floor to speak

Skills Desired by Fortune 500 Companies

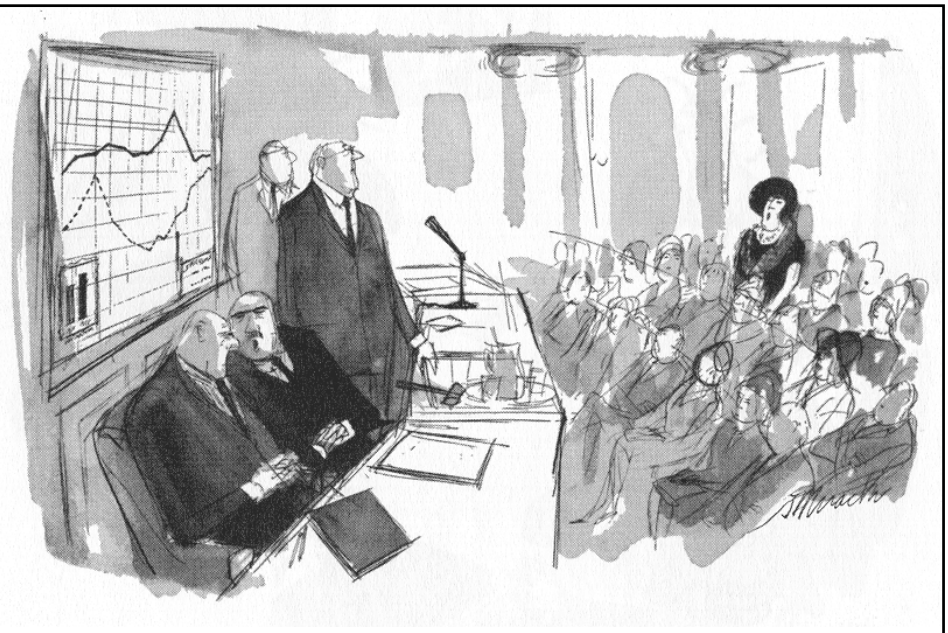
In order of Importance

- Teamwork
- Problem Solving
- Interpersonal Skills
- Oral Communications
- Listening
- Personal/Career Development
- Creative Thinking
- Leadership
- Goal Setting/Motivation
- Writing
- Organizational Effectiveness
- Computation
- Reading

Employability Skills

- Teamwork
- Problem Solving
- Interpersonal Skills
- Oral Communications
- Listening
- Personal/Career Development
- Creative Thinking
- Leadership
- Goal Setting/Motivation
- Organizational Effectiveness

- Where are they taught?
- How are they assessed??



"This is the part of getting buy-in that I hate"

In regards to Shared Vision what did you learn that can help your **school**, your **classroom,** and/or your **organization**?

What is an effective SV at the classroom level?

Student input:

Create positive learning environment around a **code of ethics**

Develop classroom procedures aligned to shared vision

Implement simple improvement **cycles**

RISC Model

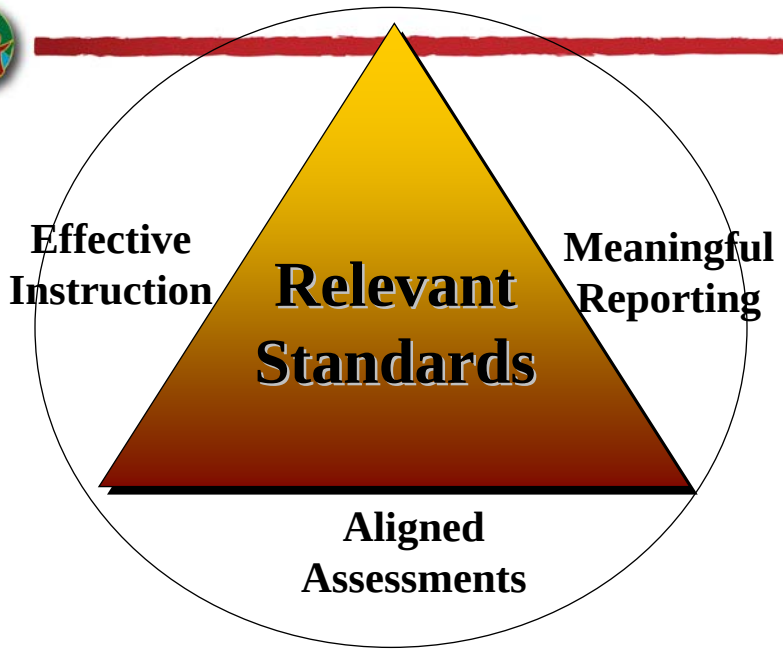
- Leadership
- Shared Vision
- Standards-Based Design
- Continuous Improvement

Guiding Questions

- What is a RISC “standards-based system”?
- What does it look like in a classroom, school, and district?
- What are some tools to help us?
- How do we measure and report it?
- Why a standards-based system?

Clock Activity:
12:00 Appointment

Given what you currently know, how would you describe Standards-Based Design to someone outside your organization?



Student Engagement

Student Engagement

Rebellion: rejecting the means/outcomes of an activity and substituting it with their own goals, self destructive

Student Engagement

Retreatism: uninterested, stop participating in activity, can't do it, don't know what to do, they see no value in activity

Rebellion: rejecting the means/outcomes of an activity and substituting it with their own goals, self destructive

Student Engagement

Passive Compliance: doing the minimum to get by, have work accepted rather than doing it right and respected

Retreatism: uninterested, stop participating in activity, can't do it, don't know what to do, they see no value in activity

Rebellion: rejecting the means/outcomes of an activity and substituting it with their own goals, self destructive

Student Engagement

Ritual engagement: compliant, "What do I get for it?", do what is required, substitute good grades for learning

Passive Compliance: doing the minimum to get by, have work accepted rather than doing it right and respected

Retreatism: uninterested, stop participating in activity, can't do it, don't know what to do, they see no value in activity

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Student Engagement

Authentic Engagement: Pursuing learning because they understand the purpose, means and outcomes, students have needs met, intrinsic

Ritual engagement: compliant, "What do I get for it?", do what is required, substitute good grades for learning

Passive Compliance: doing the minimum to get by, have work accepted rather than doing it right and respected

Retreatism: uninterested, stop participating in activity, can't do it, don't know what to do, they see no value in activity

Rebellion: rejecting the means/outcomes of an activity and substituting it with their own goals, self destructive

Where would you place yourself?

Authentic Engagement: Pursuing learning because they understand the purpose, means and outcomes, students have needs met, intrinsic

Ritual engagement: compliant, "What do I get for it?", do what is required, substitute good grades for learning

Passive Compliance: doing the minimum to get by, have work accepted rather than doing it right and respected

Retreatism: uninterested, stop participating in activity, can't do it, don't know what to do, they see no value in activity

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Standards-Based Design

What evidence do you see that students are engaged in and tracking their learning?

QuickTime™ and a
DV/DVCPRO - NTSC decompressor
are needed to see this picture.

There is more computing power in a happy birthday sound card than the whole world in 1952.

(Source - Innovations magazine 1995)

Clock Activity

9:00 Appointment

With your clock partner, complete a T-Chart that is labeled “Traditional Schools vs. 21st Century Schools”

Traditional Schools	21st Century Schools
•Time based •Textbook-driven •Passive learning •Teacher-driven •Discipline problems •Fragmented curriculum •Grades averaged •Low expectations •Curriculum is irrelevant to students •Diversity of students ignored •3 Rs •Teacher is the judge of students' work	

Traditional Schools	21st Century Schools
•Time based •Textbook-driven •Passive learning •Teacher-driven •Discipline problems •Fragmented curriculum •Grades averaged •Low expectations •Curriculum is irrelevant to students •Diversity of students ignored •3 Rs •Teacher is the judge of students' work	Performance-based Research-driven Active learning Teacher/ Student-driven Little or no discipline problems Aligned curriculum Grades based on what was learned International benchmarking Curriculum is relevant to students Diversity of students embraced 3Rs plus 21st century skills Self, peer, business and teacher judge students' work

Why a Standards-Based System?

----THINK - PAIR- SHARE----

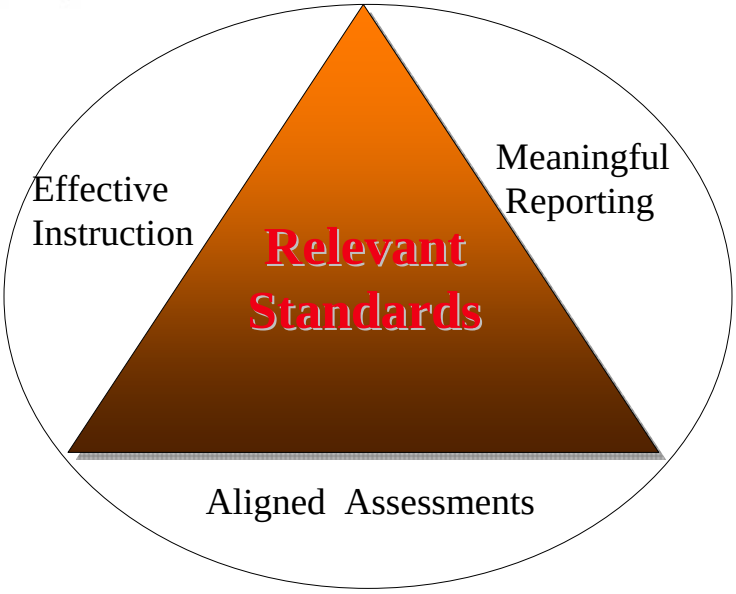
THINK- On your own, consider the question

PAIR- With a partner, explain your thoughts

SHARE- Volunteer to share your partner's thoughts

Standards- Based Mini Lesson

The four subcomponents of Standards-Based Design



Example: Relevant Standards

- Reading
- Writing
- Math
- Science
- Social Science
- Service Learning
- Personal/Social Development
- Career Development
- Technology
- Cultural Awareness and Expression

Technology

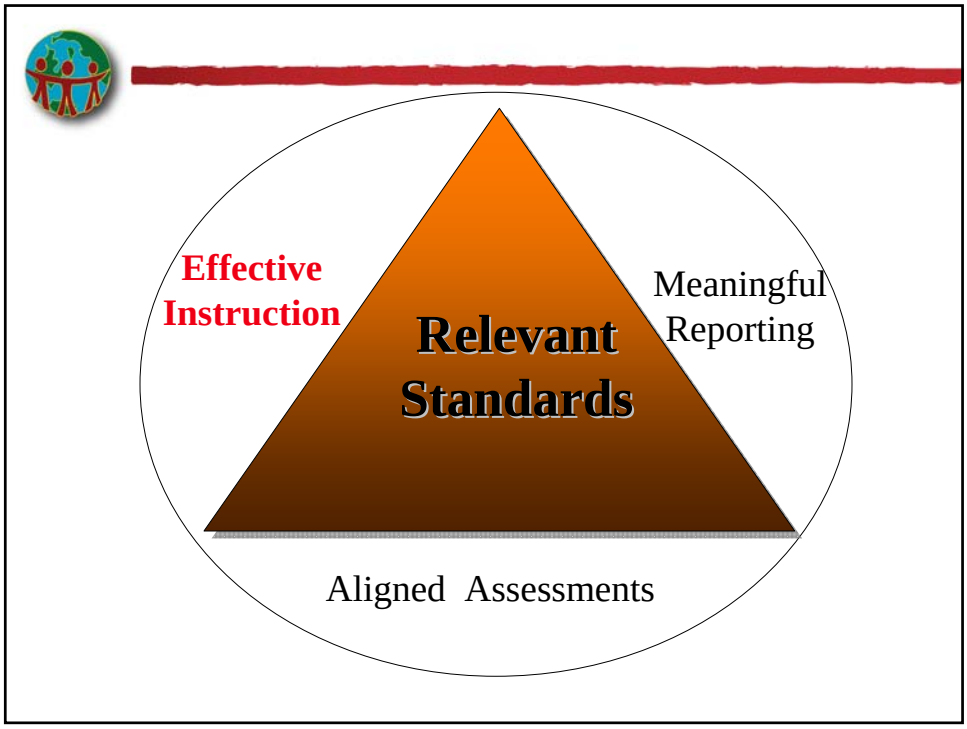
STANDARD:

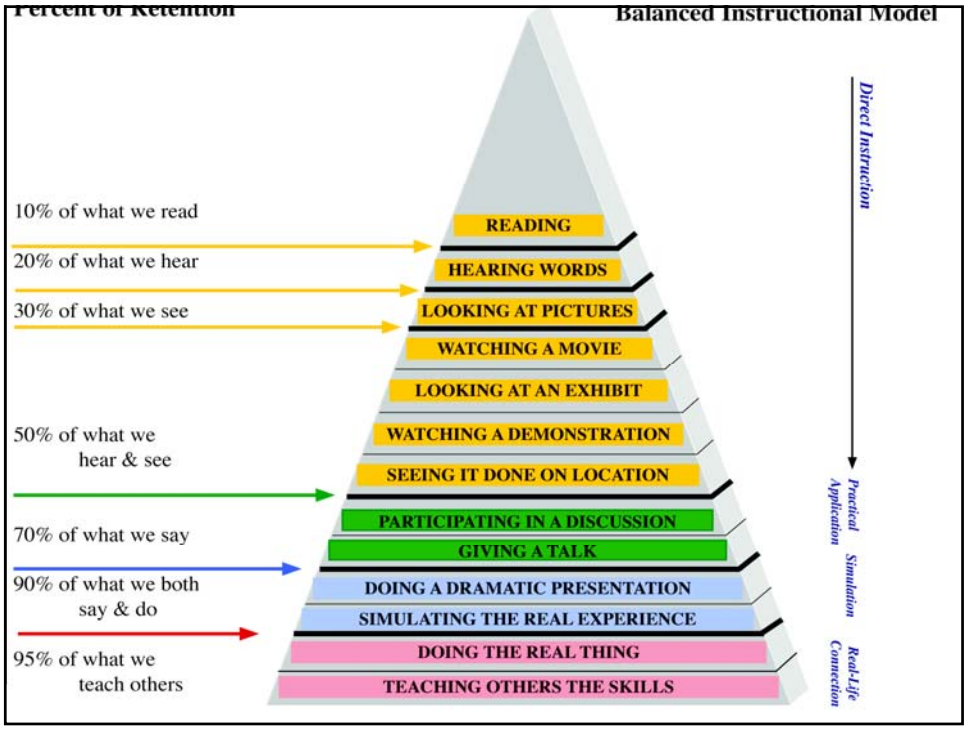
Students will operate technology based tools to manage information, solve problems, and express ideas in a responsible manner.

KEY ELEMENTS:

- Use a computer to enter and retrieve information.
- Use technological tools for learning, communication, and productivity.
- Manage and maintain technology tools.
- Diagnose and solve common technology problems.
- Use technology to observe, analyze, interpret, and draw conclusions.
- Examine the role of technology in the workplace and explore careers that require the use of technology.
- Use ethics when using software and hardware.

Level I	Level II	Level III	Level IV	Level V	Level VI
• Introduction to the keyboard as students learn the alphabet. • Stamp or type letters as students learn the alphabet. • Use appropriate software independently and collaboratively to support learning across the curriculum.	• Learn and use the basic function keys. • Type in a short story or description and save it. • Create at least 1 page of several classroom multimedia projects. • Use appropriate software independently and collaboratively to support learning across the curriculum.	• Begin to use new keys and 2 handed typing. • Type in larger projects with several sentences and begin editing. • Create pages for class multimedia projects using variety of media. • Work with teacher to locate information on the Internet. • Use appropriate software	• Develop keyboarding skills that are quicker and as accurate as handwriting. • Create and publish a product. • Create simple multimedia projects which contain hacked ideas. • Work with the teacher to access info on the Internet. • Use simple programs to record and graph data.	• Strive for 25 WPM speed and accuracy goal on keyboard. • Publish a document using an accepted format. • Create multimedia projects linking key ideas through variety of media. • Use simple spreadsheet to solve problems. • Navigate independently through Internet to locate resources.	• Proficient at 25 WPM speed and accuracy goal on keyboard. • Publish a document that uses info imported from variety of sources. • Identify various formats of writing. • Create multimedia projects containing 3 media components minimum. • Navigate through.
Level VII	**Level VIII**	**Level IX**	**Level X**	**Level XI**	**Level XII**
• Strive for 30 WPM speed and accuracy goal on keyboard. • Publish a document using basic editing software and skills to revise. • Create multimedia projects using increasingly sophisticated linking of ideas and media. • Locate specific info on Internet and log onto a shared network folder.	• Proficient at 30 WPM speed and accuracy. • Explore uses of technology in the workplace and examine careers that require the use of technology. • Demonstrate ethical and legal use of technology. • Diagnose and solve common technology problems.	• Use appropriate keyboarding skills at all times. • Publish a document incorporating appropriate page design and formatting tools. • Create a minimum of 3 cross-curricular multimedia projects for public presentation. • Create a spreadsheet that allows student to analyze	• Use appropriate keyboarding at all times. • Create a simple WWW page including at least one graphic, text, and link to another Internet site. • Access info from various databases for class projects. • Begin a personal electronic portfolio for job or university	• Use appropriate technology to access info and evaluate learning in the academic and vocational areas of interest. • Develop a working knowledge of specific technology for interest areas such as programmable calculators, subject specific software and hardware, CAD/CAM	• Present personal electronic portfolio to public while explaining career and schooling options. • Demonstrate competency in technological area of interest by instructing younger students in that area. • Complete personal electronic portfolio while


Effective Instruction
Relevant Standards
Meaningful Reporting
Aligned Assessments


Percent of Retention
Balanced Instructional Model
10% of what we read
20% of what we hear
30% of what we see
50% of what we hear & see
70% of what we say
90% of what we both say & do
95% of what we teach others
READING
HEARING WORDS
LOOKING AT PICTURES
WATCHING A MOVIE
LOOKING AT AN EXHIBIT
WATCHING A DEMONSTRATION
SEEING IT DONE ON LOCATION
PARTICIPATING IN A DISCUSSION
GIVING A TALK
DOING A DRAMATIC PRESENTATION
SIMULATING THE REAL EXPERIENCE
DOING THE REAL THING
TEACHING OTHERS THE SKILLS
Direct Instruction
Practical Application
Simulation
Real-Life Connection

Balanced Instructional Model

- **Drill and Practice**:

Traditional teaching, knowledge bits, skill-based

- **Practical Application**:

How will the student use this?

- **Interactive:**

Simulation of an event (e.g., “City Unit”)

- **Real Life Connection**:

Outside the walls of the classroom, doing the real thing

Role of the Teacher

Traditional	21st Century
•Industrial Model	•Facilitator
•Factory Oriented	•Cooperation Groups
•Lecturer	•Hands-On
•Chalkboard	•Individualized
•Textbooks--Outdated	•More Technology
•Static Classroom	•Relevant Curriculum
•Academic Disciplines Only Reading, Writing, Arithmetic, Science,Social Studies,Foreign Language	•Re-Training
	•Flexible to Change
	•Willing to Risk
•Structured Environment	•Different Type Organization & Classroom Management
	•Visionary

What it looks like in the classroom

QuickTime™ and a
H.264 decompressor
are needed to see this picture.

Role of the Curriculum

Traditional	21st Century
• Learn Basic Facts (Specific) • Purpose to go onto Higher Education--Not Job Related • Passive, Role Learning • Short Term • Little Relevancy • Low Level Assessment	•Learn to use Resources •Learn How to Solve Problems • Utilize Technology •Relative Life Skills •Discuss How to be Active, Responsible Member of the Community •Business Expectation •Community Expectation

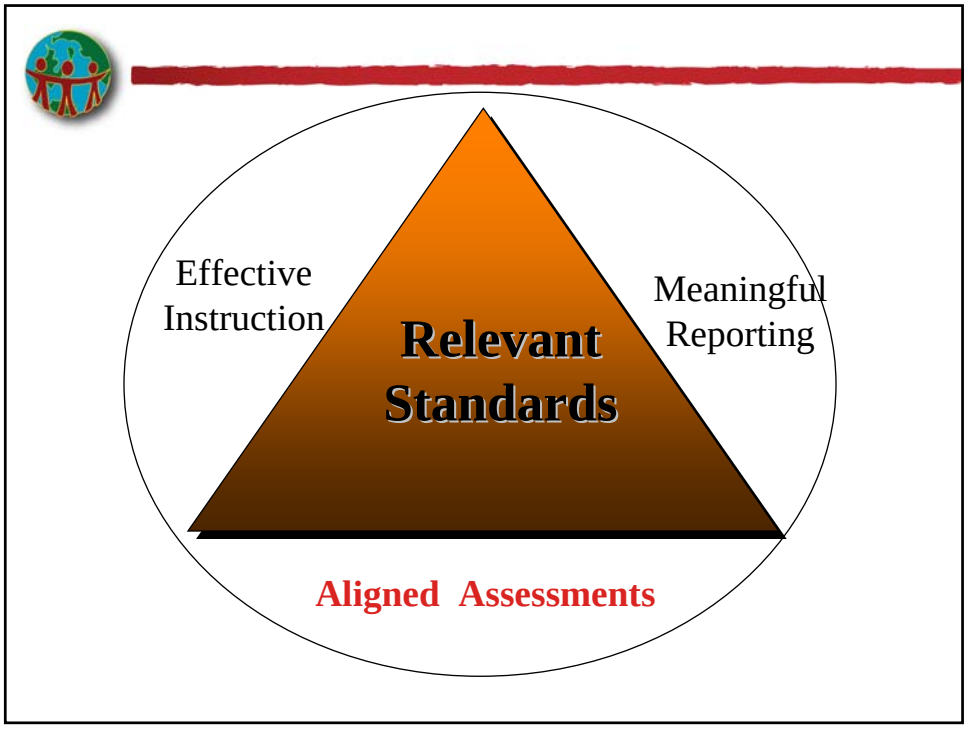
Role of the Student

Traditional	21st Century
• Attend School • (3) R's • High School Basic Courses • Theory • Retell Facts • Short Term Memory • Pass/Fail • Sit Down, Shut Up • Follow Where Led	•Attend School •(3) R's •Tech. - Problem Solving •Application •Active Participant •Not Tied to the Classroom (Community/Work Experiences) •Social Skills •Work Skills •Values •Portfolio, Other Assessments •Explore--Lead

Stakeholder Voices

What does the principal mean when he says 'when they know we are serious'?

QuickTime™ and a
decompressor
are needed to see this picture.



Assessment Types

- Skills
- Analytical (rubrics)
- Self
- Peer

Skills Assessments

Assessment Activities

- Pop quizzes
- Vocabulary Quizzes
- Chapter Questions
- Character Analysis
- Identify Elements - Visual

Self Assessments

Self-Assessment Activities

- Student made rubrics with student self assessment
- Teacher made rubrics with student self assessment
- Class made rubrics with student self assessment
- Life skills monitoring

Sample Life Skills Self- Assessment Tool

N ame:

P/S/H 5.2 A pplies conflict resolution and critical thinking skills to a variety o f situations.

Date : -- ✓ + * Why I gave m yse l f this score:

Date : -- ✓ + * Why I gave m yse l f this score:

Date : -- ✓ + * Why I gave m yse l f this score:

PSH 5.4 Develops a stro n g pers o nal ethic (punc t uality, qua l ity t ask completion, best e f fort, honesty, appro p riat e dress, etc.).

Date : -- ✓ + * Why I gave m yse l f this score:

Date : -- ✓ + * Why I gave m yse l f this score:

Date : -- ✓ + * Why I gave m yse l f this score:

Peer Assessments

Peer-Assessment Activities

- Student made rubrics with peer assessment
- Teacher made rubrics with peer assessment
- Class made rubrics with peer assessment
- Classroom wide life skills monitoring

Analytical Assessments

Activities

- Reading Journals
- Literary Criticism
- Literature Discussions
- Re-Create or Re-Write a Section
- I-Search / Research
- Essay Test
- Learning Logs
- Book Talks / Review
- Author Interview
- Application of learning
- Presentations
- Letters to the Editor
- Service Projects
- Internships

Rubrics

- Student generated
  - Each unit
  - Beginning of the year
    - A Template
    - Re-visit / modify
- Teacher generated
  - Standard in *Proficient* column
  - Team built
  - Indicators – standards

Sample Analytic Assessment or Rubric

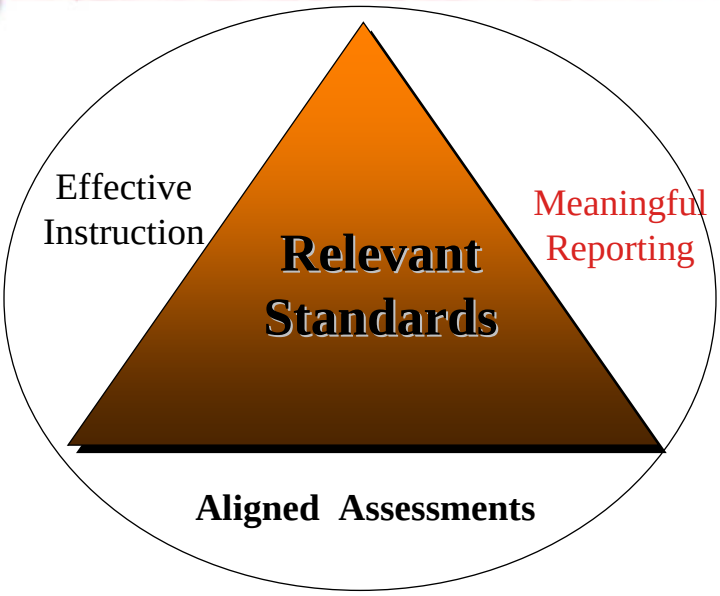
Standard 3: ORGANISMS AND THE ENVIRONMENT: Understand the unity, diversity, and interrelationships of organisms, including their relationship to cycles of matter and energy in the environment.	
Grade 5	
Level 4.0	**In addition to Level 3.0, in-depth inferences and applications that go beyond what was taught such as:** • SC 5.3. 1 Explain and give detailed examples of the cycle of energy among producers, consumers, and decomposers. • SC 5.3. 2 Explain and give examples of how specific relationships among producers, consumers, and decomposers in an ecosystem affect the cycling of matter.
	Level 3.5 — In addition to Level 3.0 performance, in-depth inferences and applications with partial success.
Level 3.0	**While involved in tasks involving cycles of matter and energy the student will:** • SC 5.3. 1 describe the cycle of energy among producers, consumers, and decomposers *(diagram and describe the flow of energy among producers, consumers, and decomposers (e.g., food chains, food webs)* • SC 5.3. 2 describe the interdependent relationships among producers, consumers, and decomposers in an ecosystem in terms of the cycles of matter *(illustrate the relationship (e.g., carbon dioxide and oxygen exchange) among producers, consumers, and decomposers in an ecosystem)* **The student exhibits no major errors or omissions.**
	Level 2.5 — No major errors or omissions regarding the simpler details and processes and partial knowledge of the more complex ideas and processes.
Level 2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** • recognizes or recalls specific terminology such as: o producer o consumer o decomposer o cycle of energy (food chains, food webs) • recognize the accuracy of basic solutions and information such as: o identify what a producer, consumer, and decomposer is within a cycle of energy **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**
	Level 1.5 — Partial knowledge of the simpler details and processes but major errors or omissions regarding the more complex ideas and procedures.
Level 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**
	Level 0.5 — With help, a partial understanding of some of the simpler details and processes but not the more complex ideas and processes.
Level 0.0	**Even with help, no understanding or skill demonstrated.**

Other Ideas

Rubrics are not just for the classroom.

Stakeholder Activities

- Reporting systems
- School culture
- School presentations
- Staff Meetings
- Rubric for rubrics



How do we record and report in a standards-based system?

A Sample Snapshot

Sample Student

View Snapshot Help

Content Areas	Levels						
	01	02	03	04	05	06	A
Career and Content Literacy	Tested Out	Proficient	Proficient	Advanced	20%		
Communication Literacy	Tested Out	Tested Out	Tested Out	Advanced	Proficient	20%	
Numeric Literacy	Tested Out	Tested Out	Proficient	Advanced	61%		
Personal, Social, Service Skills	Proficient	Advanced	Proficient	Proficient	6%	6%	
Reading and Literature	Tested Out	Tested Out	Tested Out	Proficient			
Science and Global Environments	Credit Trans	Credit Trans	Credit Trans	Proficient			29%
Social Environments	Credit Trans	Credit Trans	Credit Trans	Proficient	Advanced	0%	
Technological Literacy	Proficient	Proficient	Advanced	Proficient	Advanced	25%	

Testing Out

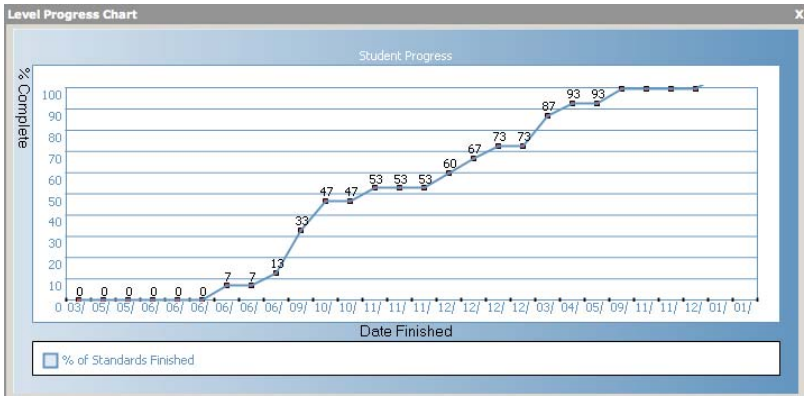
Graduation Target

Transferring Credits

Completed Level

Progress

Sample Student Progress Chart for a content area.



Student Performance Snapshot

	Standard Areas	1	2	3	4	5	6	7	8	9	10	11	12
1	Mathematics												
2	Technology												
3	Social Science												
4	Reading												
5	Writing												
6	Cultural Awareness/Exp												
7	Personal/Social/Health												
8	Career Development												
9	Service Learning												
10	Science												

EDUCATE Demo

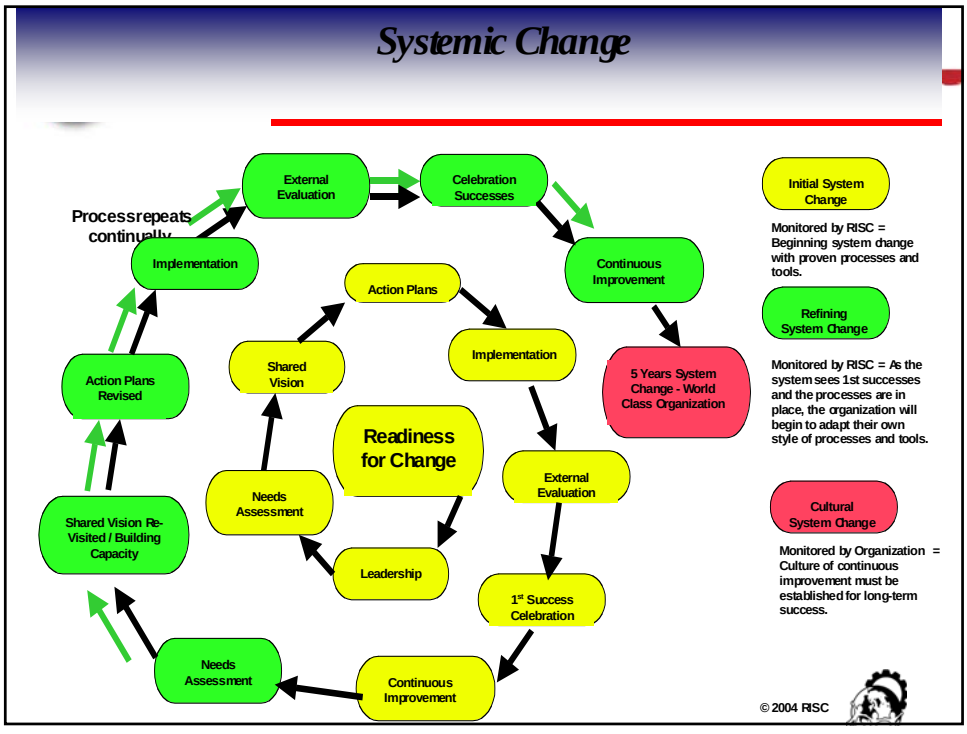
Using the RISC OSAT,

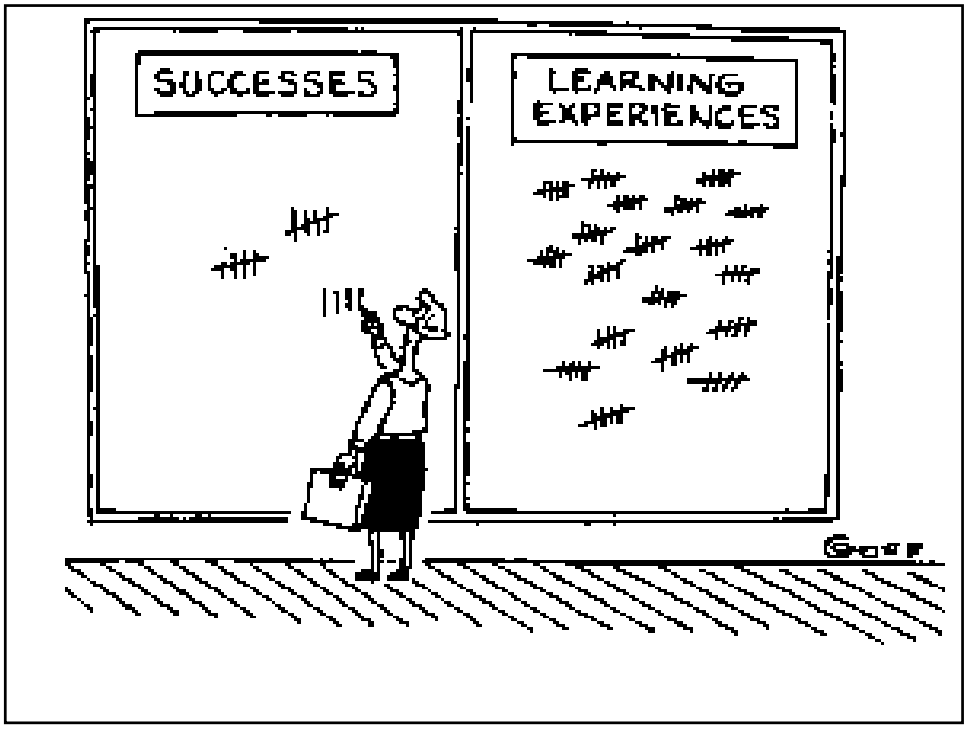
Review “Standards-Based Design”.

How might this impact Maine School Systems?

RISC Model

- Shared Vision
- Leadership
- Standards-Based Design
- **Continuous Improvement**





What does effective continuous improvement look like using the RISC Model?

QuickTime™ and a
DV/DVCPRO - NTSC decompressor
are needed to see this picture.

What does Continuous Improvement look like?

Student, Teacher, Principal and Superintendent

PDSA Process Tool

Purpose: To set goals, design the plan for goal attainment and assess the success of the plan

PLAN What is the goal?

DO How do you implement it?

STUDY Was it a success?

ACT What WILL you change or do differently?

PDSA Sample

Focus Area Partnerships Date: October 2008 Author(s): Wendy Battino

Plan	Implement	Evaluate	Refine
Comprehensive plan overview with input from appropriate stakeholders **P.2 & M1.2** **Published Materials/Presentations:** P.2.1 By June 2010 four RISC partners or other nationally recognized education professionals/organizations presentations or publications reflect modifications (in writing) that incorporate RISC Model elements or openly support its adoption	*Timeline with concrete roles and responsibilities* • Create Contact List including; Larry Lezotte and his contacts, Bob Marzano, Michael Furdyk. • Read, research and synthesize new educational material, reports and books that will support RISC, and add to contact list. • Communicate with contacts on latest RISC tools and deliverables, present with book, reports… • Invite contacts to Winter/Spring Symposia, Meetings in bwer 48, Board Meetings.	*What evidence will be reviewed to document progress towards goal?* Contact List and communications begin by October 12. ▪ Partners articulate understanding of RISC processes in presentations/publications ▪ Maintain and update contact list ▪ Generating Interest, recognition… ***Deliverables*** At least one Presentation or publication referring to RISC work published on RISC website by June of 2009.	*What evidence will be reviewed to document progress towards goal?* Refinements on going with collected presentations or publications on RISC published on website by June of 2010

What its Not…

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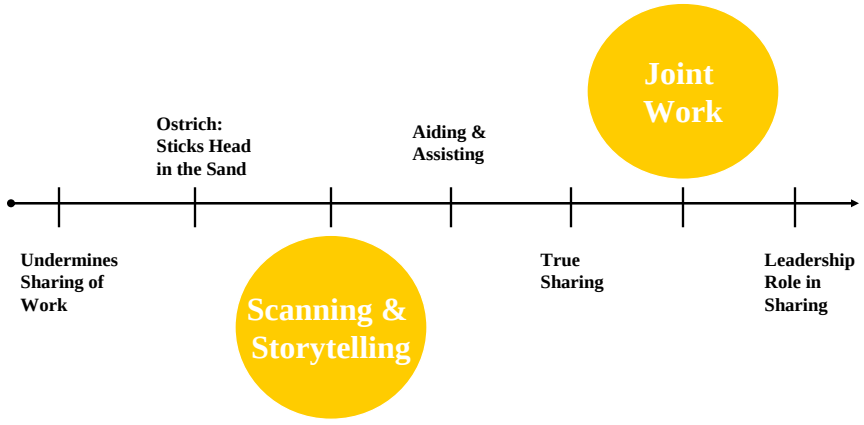
YUV420 codec decompressor
are needed to see this picture.

Continuum of Collegiality

derived from Judith Warren-Little



Continuous Improvement Activity

- What is does your “ultimate” school look like, sound like, feel like?
- Create PDSA you will implement in your school/classroom/community

What did you learn that can help your **school**, your **classroom,** and/or your **organization**?

Goals: Participants will…

- Understand the RISC Model and the associated four components
- Learn and apply quality tools and processes to create a systems of excellence
- Analyze the application of RISC concepts to the Maine DOE system

Applying RISC Concepts with Maine DOE

- Shared Vision
- Leadership
- Standards-Based Design
- Continuous Improvement

THINK DIFFERENT

QuickTime™ and a
YUV420 codec decompressor
are needed to see this picture.

"Doing the right things in the right ways."

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